DOCUMENT RESUME

ED 119 703 95 IR 003 171

TITLE	The ERIC At Stanford Newsletter, 1973.
INSTITUTION	Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	76
CONTRACT	NIE-C-74-0027
NOTE	21p.; Some parts of text may not reproduce clearly due to print size and quality
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS	Clearinghouses; *Educational Technology; Instructional Media; *Newsletters; Publications
IDENTIFIERS	*Educational Resources Information Center; ERIC; Hawkridge (David G)

ABSTRACT

Two issues of "Now Available" are followed by one issue of "ERIC the Read." These newsletters, produced by the Educational Resources Information Center (ERIC) Clearinghouse on Educational Media and Technology during 1973, contain announcements and short articles. Clearinghouse publications, recent acquisitions, and new media hardware are described. A short interview with Dr. David G. Hawkridge, director of the Institute of Educational Technology at the Open University of Great Britain, is included. (NB)

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ED119703

THE ERIC AT STANFORD NEWSLETTER

1973

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IR 003 171

NOW AVAILABLE MAY '73

ERIC at Stanford

The Newsletter from the Clearinghouse on Educational Media and Technology

Special report

The latest hardware— direct from the AECT Convention floor

by James J. Prevel

Despite the lovely warm sunny weather and lure of Las Vegas entertainment and gambling life, members turned out in force to attend meetings and to walk through the exhibit area at this year's April convention of the Association for Educational Communications and Technology.

Again this year some new products were exhibited for the first time. This only goes to prove that even with lagging education A-V budgets, companies believe the potential of this market warrants expenditure of research and development funds.

Some of the following equipment accounts for significant state-of-the-art advances requiring only software development to open large new markets.

AUDIO CASSETTES

As before, the now-famous Norelco standard audio cassette was evident in many products.

Sharp Electronics introduced a low cost ($40) recorder (Model RD-457 AV) designed especially for the school market. Its rugged design withstood continual dropping on the concrete floor. For $10 additional, a digital counter, rechargeable battery circuit and built-in induction loop transmitter are included. Any standard induction type earphones are capable of hearing the program within an eight foot range.

Hitachi displayed a $200 audio cassette programmer (Model AVA-1000) that not only controls a 35mm slide projector with inaudible tones but enables a teacher to program tape-stops which allow the student to complete an instruction before continuing.

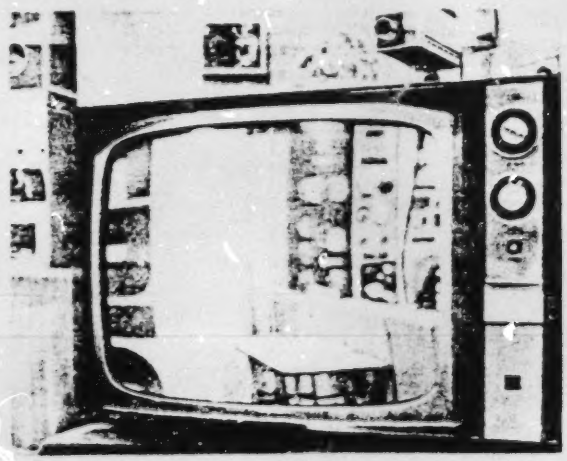
New cassette duplicators were evident, ranging in price from $400 to $2700. V. M. Educational Systems offers a $400 unit (Model 791) that copies one cassette at 4 times original speed. For $995, Wollensak (Model 2770AV) presented a two position model at 16 times original speed, with automatic end of tape or end of program rewind. In addition you may interchange master to duplicate audio tracks for compatibility in language lab applications where the teacher voice track is reversed with the student record track.

For $2700, Bro-Dart introduced the System 2700, duplicating cassettes at 13 times original speed and allowing up to 12 blank cassettes to be loaded at one time in the input hopper. The System features a continuous feed automatic cassette changer; up to 4 audio tracks can be simultaneously copied with automatic rewind and ejection when duplication is completed.

Magnetic Video exhibited a $500 recorder-duplicator (Model CC-103) offering built-in speech compression to 2.5 times original speed with no change in pitch or tone. Incorporating side by side cassette copying, the teacher can convert a normal speed original into a compressed speech copy to be played on any standard cassette unit.

With the Audio Response System 400 ($600) by Instructional Industries Inc., a slide projector/audio cassette unit is combined to produce a "teaching machine" capability. A teacher can pre-record an exercise on tape, add commands to control an A-V presentation, and program five multiple-choice answers to reinforce each response of the student. At programmed stops, the student may push one of five response buttons. If correct, a light goes on and the program may continue.

(cont. on next page)



The ERIC booth at the AECT Convention—as seen in a TV monitor across the aisle.

Everything's going up

Effective the first of this year, the price of *Research in Education (RIE)* went up to $38 per year, with single copies available for $3.25. Foreign subscriptions now cost $47.50 per year.

To offset this price raise, take a look at the new ERIC microfiche. For the same low 65c per document, effective January 1 this year, you receive up to 98 pages of material per fiche, instead of up to 70 pages in the past. The new microfiche format is 24X, rather than 20X used formerly, and can be read on the same reader you have always used (thank goodness).

Now Available
Number 26

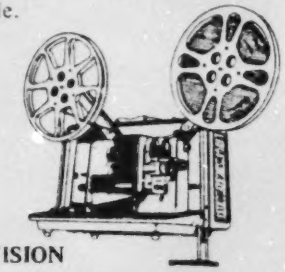
The Clearinghouse is part of the Stanford Center for Research and Development in Teaching, Stanford University, Stanford, Calif. 94305

(cont. from page 1)

By combining a Technicolor Super 8mm loop cartridge with an audio cassette unit, the Charles Beseler Company has produced the CUE-SEE ($620) rear screen projector with built-in programming capability. The film can be programmed to run at speeds ranging from still frame to 24 frame per second with the film speed changing automatically in response to inaudible tones on the tape's sync track.

MOTION PICTURE PROJECTORS

Technicolor showed for the first time its Showcase Model 2000 ($395) rear projection unit designed for their Super 8 mm Optical Sound Cartridge. The full 7-5/8" x 10-1/4" screen collapses into a self-contained case only 5" thick. Magnetic sound and front projection options are available.



TELEVISION

After years of rumors, Eastman Kodak finally introduced the Supermatic Film Videoplayer VP-1 that displays Super 8 magnetic sound color film on a television receiver by attachment to the antenna terminal, or to multiple sets through a television distribution system. The videoplayer automatically threads film on standard reels or loaded in any one of the four standard Kodak film cassettes up to 400 feet. In addition to still frame or single frame advance, the film automatically rewinds on completion.

STORAGE AND RETRIEVAL

A simple but vastly improved version of the old McBee edge notched key sort card was introduced by the Herax Corporation. This new version employs an information card with a metal hanger across the top. Once the cards are punched according to a code, they are easily retrieved by inserting selection rods and lifting the desired cards by magnetism. Take a look at this system if you need a simple non-mechanical non-electrical random storage and retrieval system for library and media applications.

PUBLICATIONS

The following publications have recently been introduced and should be of interest to the A-V community:

Audio Magnetics Corporation has published the *Educators Guide to Creative Audio Tape Techniques*, a basic, simply-written guide on how to use the tape recorder effectively with students.

Through a grant from the U.S. Office of Education, the Technological Applications Project was funded to identify, and catalogue information about available instructional systems currently available for classroom use. A typical instructional system technical description includes such items as: abstract, goals/objectives, learner level, developmental status, evaluation data and other data necessary for thorough evaluation.

4

PERIODICALS

Videoplayer Newsmagazine—A bi-monthly periodical providing news and articles on the educational and training applications of the video tape recorder and related software. Annual subscription—$10.00

Super-8 Filmaker A quarterly periodical devoted to increasing the professionalism and expanding applications of communicating with Super-8 films. Annual subscription—$5.00

MICROFORM FOOTNOTE

During the week when the AECT held its fiftieth anniversary convention in sunny Las Vegas, the National Microfilm Association held its annual conference and equipment exhibition in cold snowy Detroit.

With the increasing trend of libraries and audiovisual departments integrating into Instructional Materials Centers, the A-V community should be aware of recent developments in the microform field. This increasingly important communications media can be utilized in educational applications to provide more complete instructional materials for the teacher and student alike.

- Microform recorders have become smaller (4 lbs.) and less expensive ($75) offering such features as interchangeable drop-in constant focus lens, lamp life of up to 500 hours, side by side microfiche carriers, collapsible readers 3½" x 9-3/8" x 10½", and bright rear or front projection images.
- Hard copy printers as low as $600 offer full size dry electrostatic copies or offset masters for less than five cents per page.
- Microfiche duplicators ($500) quickly copy microfiche containing 98 pages for less than five cents.
- Microfilm cameras, in combination with film jackets, produce microfiche that can be duplicated and distributed to students.

CONCLUSION

As communications specialists, our role involves employing instructional technology to provide the most efficient tools for the teacher which will in turn produce the most effective instruction for the student. However, no matter how sophisticated or ingenious the equipment, it will be unused and useless without the teachers' motivation and ability to apply it.

LIST OF MANUFACTURERS

Sharp Electronics
10 Keystone Place
Paramus, New Jersey 11101

Hitachi Sales Corp.
48-50 34th Street
Long Island, New York 11101

VM Educational Systems
Benton Harbor, Michigan 49022

3 M-Mincom Division
3M Center
St. Paul, Minnesota 55101

Bro-Dart
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Magnetic Video Corp.
23434 Industrial Park Court
Farmington, Michigan 48024

Instructional Industries
Executive Park
Ballston Lake, New York 12019

Charles Beseler Co.
8 Fernwood Road
Florham Park, New Jersey 07932

Technicolor Audio Visual Systems
299 Kalmus Drive
Costa Mesa, California 92626

Eastman Kodak Co.
Audio-Visual Division
Rochester, New York 14650

Herax Corporation
2500 Lemoine Avenue
Fort Lee, New Jersey 07024

Technical Applications Project
P.O. Box 1028
Corvallis, Oregon 97330

Audio Magnetic Corp.
14600 South Broadway
Gardena, California 90248

Videoplayer Newsmagazine
13273 Ventura Blvd.
Suite 213
Studio City, California 91604

Super-8 Filmaker
342 Madison Avenue
New York, New York 10017

James J. Prevel, "our man at the AECT Convention" for the past two years, is president of Educational Information Services, Inc., AIR Rights Building, Suite 520E, Washington, D.C. 20014.

Jaclyn Caselli, seated, and Judith Yarborough of the Clearinghouse staff confer on a computer search for an ERIC user during the AECT Convention.

Have we got something for you!

A new computerized information retrieval service for educational and research communities is being offered by Stanford's ERIC Clearinghouse on Media and Technology.

The computer service has been developed to handle the needs of educators interested in administration, research, and teaching; information specialists; businesses; professional and community organizations; and others who require comprehensive reference searches.

The information bank includes several sources of material on virtually all phases of education: ERIC (Educational Resources Information Center), maintained by the National Institute of Education; the Exceptional Childhood Abstracts; and, in the near future, AIM, Abstracts of Instructional Materials in Vocational and Technical Education; and ARM, Abstracts of Research and Related Materials in Vocational and Technical Information.

With these information sources, a person requesting a search can find relevant and timely books, periodicals, research reports, theses, conference proceedings, project reports, speeches, bibliographies, curriculum-related materials and industry-produced reports on any phase of education–from pre-school to adult, from small rural schools to large urban learning centers.

Also available as a resource is the National Technical Information Service. NTIS is a very broad multidisciplinary collection of scientific and technical information gathered from over 245 government organizations.

The new computer search service will be individually styled and made available at a reasonable cost.

For further information, contact Ms. Judith Yarborough, the ERIC Clearinghouse on Media and Technology, Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California 94304 (415–321-2300, X3345).

Make your own news

A valuable source of current events material for classroom and other use has just been "discovered" by the Clearinghouse staff. Now, instead of just discussing news events, students can re-live them.

A videotape collection of the evening news broadcasts of the three major television networks–ABC, CBS and NBC–beginning August 5, 1968 is available for public use and rental from the Vanderbilt Television News Archive, a non-profit enterprise of Vanderbilt University, Nashville, Tennessee.

The Archive videotapes the programs each day off the air as they are broadcast in Nashville. The collection is available for use at the Archive for $2 a viewing hour. The basic charge for rental elsewhere is $15 per hour of duplicated material, plus a deposit on the tape, refundable when the tape is returned in usable condition. The material is available in Ampex one-inch or EIAJ-Type half-inch format, and either as full programs or as compilations of specified items. The charge for compiling is $30 per hour of compiled tape.

Audiocassettes of full programs are also available at a charge of $5 per hour. No material is sold.

For further information, contact:

James P. Pilkington, Administrator
Vanderbilt Television News Archive
Joint University Libraries
Nashville, Tennessee 37203

The Archive also has companion material. For example, they have presidential speeches and accompanying comments, and the complete coverage of the Democratic and Republican National Conventions of both 1968 and 1972, as well as certain compiled tapes of the evening news coverage of events that have occurred since 1968. There is no charge for compilations already a part of the collection.

ERIC at Stanford is pleased to add to its library the *Television News Index and Abstracts*, which is published monthly by the Archive.

News about newsletters (continued again)

From Wilma Daniels of the Washington Department of Audio Visual Instruction:

> We in the state of Washington have a journal which we are very proud of called *Resources for Teaching and Learning*. It is published 3-4 times a year. The membership dues for out of state individuals are $4, which provides not only *Resources* but also several newsletters a year, a directory, and other publications. Last year we had members in over 30 states and this year we are working toward a member in every state. Please ask people to mail the $4 to WDAVI, Box 362, Renton, Washington 98055.

Ms. Daniels mentioned that her November 1972 *Now Available* arrived at her office on January 11, 1973. Anyone else having slow delivery?

THE LATEST from ERIC a

One reason ERIC at Stanford hasn't published a newsletter since November 1972 is because the staff has been busy publishing a variety of new papers.

The Clearinghouse regrets that it is no longer able to supply complimentary copies of its papers to all who request them. However, the School of Education at Stanford is reprinting most of the ERIC at Stanford publications and making them available at a nominal cost. In addition, all the Clearinghouse publications are, or will be, available from the ERIC Document Reproduction Service, as listed in *Research in Education.*

The following listing should bring you up to date on the most recent ERIC at Stanford publications:

An updated 1973 edition of **The Working Teacher's Personal Guide to Film Sources** is a handy pocket-size booklet designed specifically to guide the busy grammar and high school teacher to the most relevant film distributors and producers--from McGraw Hill to Minifilms, from the National Aeronautics & Space Administration to Fishtail Sky Films.

All 125 sources are coded for grade level. The booklet also describes larger film source guides and nearly 30 books on the use of film in the classroom. $1.50.

* * *

"What can I do about cable TV?" Educators who are asking this question should turn to **Education and Cable TV: A Guide to Franchising and Utilization,** by Jon Shafer.

This 47-page paper is three publications in one: A state-of-the-art examination of cable TV and education, an extensive annotated bibliography, and a complete glossary of cable TV terms by Merry Sue Smoller. The state-of-the-art section specifically recommends how educators can use this new technology. $2.50.

* * *

There's more to having a film made than meets the eye. To help those interested in sponsoring an informational or educational film, the Clearinghouse has published **So You Want to Have a Film Made: A Guide for Film Sponsors,** by two filmmakers, D. B. Jones and Stephen Longstreth. The paper offers a candid look at the relationship between the filmmaker and the film sponsor. Besides providing tips on how to get along with a film producer, the paper includes sections on: Why You Shouldn't Make a Film; Why You Should Make a Film; Setting the Budget, and The Sponsor's Role During Production. Sample formats for scripts are presented, as well as a glossary of film terms and a sample budget. $2.75.

* * *

The most recent and most successful projects involving learning resource centers and learning labs have been compiled in an annotated bibliography, **The Best of ERIC: Learning Resource Centers.** This 12-page paper compiled by Mayrelee Newman includes 50 abstracts within the following categories: Public School/Early Childhood; Community/Junior College; College/University; and Adult Education. The bibliography is designed especially for learning lab coordinators, librarians and media specialists, educators and training staffs, and faculty members. $1.50.

* * *

An enlightening look at learning is supplied by Dr. Keith W. Mielke in an article entitled **"Renewing the Link Between Communications and Educational Technology."** This article, commissioned by the Clearinghouse, appeared in the Winter 1972 issue of *AV Communication Review.* Dr. Mielke focuses on a reassessment of the contributions that the field of communications can make to instructional technology. He accomplishes this by reviewing some recent trends in general communications theory, with applications for those involved in educational media and technology. The 43-page article includes sections on: A Peek at the Literature, Selected Theoretic Areas in Communication, and Communications Campaigns Inside and Outside the Formal Education System. Reprints $1.50.

* * *

Each of these papers is available for the listed price from:

Box E
School of Education
Stanford University
Stanford, California 94305

A check must be included with your order. Please make the check payable to: "Box E, School of Education." Purchase orders cannot be accepted.

Can you help?

The Audio Visual Center for Occupational Education (AVCOE) at Michigan State University is conducting a national search of audiovisual materials available from any source which can be used in the following occupational programs:

Agricultural Mechanics	Food Service
Auto Mechanics	Licensed Practical Nursing
Child Care	Machine Shop
Electricity-Electronics	Steno-Secretarial

Information can be sent to Mr. William Anderson, AVCOE Project, 300 Linton Hall, Michigan State University, East Lansing, Michigan 48823.

* * *

Wilbur C. Myers, management consultant on technological and human resources, of 27620 Eastvale Road, Rolling Hills, California 90274, is interested in obtaining constructive feedback on this comprehensive definition of the term "micrographics," which he wrote in May 1971:

mi cro graph ics *noun 1 a: the art or process of reproducing images in a microimage format which is dimensionally smaller than the original image b: the art or process of reproducing microimages in larger size in either hard copy [e.g., on film or paper], or soft copy [e.g., by optical projection on a viewing screen or by optical display on a CRT (cathode ray tube), video terminal or other image transducer] 2 a: the general business of research, development, manufacturing, selling and/or using microimages and related equipment b: the science, technology, art and applications of microphotography c: includes, but is not limited to, any activity involving the production and/or use of microfilm or microform 3: includes the generation and/or use of any form of information in microforms (within the broad limits defined above) in combination with computers and/or telecommunications 4: a technique involving either reversible or irreversible transformation of one or*

Besides providing tips on how to get along with a film producer, the paper includes sections on: Why You Shouldn't Make a Film; Why You Should Make a Film; Setting the Budget, and The Sponsor's Role During Production. Sample formats for scripts are presented, as well as a glossary of film terms and a sample budget. $2.75.

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Educational discounts of 10 percent for over 25 copies and 20 percent for over 50 copies are available.

Educational radio—a fifty-year-old adolescent—is growing up. There are now 187 stations around the country with sufficient staff, coverage, hours on the air, network programming, and local community involvement to demonstrate what this medium can do when it is given a fair chance.

So begins an article titled, "Educational Radio: The Fifty-Year-Old Adolescent," which appeared in the April 1973 issue of *Educational Broadcasting Review* and which was commissioned in part by the Stanford Clearinghouse.

James Robertson, President, and Gerald G. Yokom, vice president, both of National Educational Radio, visited 181 noncommercial educational radio stations in a period of 15 months to get a feeling for the needs and accomplishments of such stations.

Their impressions are reported in this nine-page article, which is available in reprint form.

Among their impressions:

Somehow noncommercial radio has survived a half century of neglect, under-nourishment, and occasional illnesses presumed to be terminal. In the face of educational television's precocious growth in the fifties, educational radio was expected to expire. Today, however, it is healthier than ever, and showing unmistakable signs of real maturity; but like most adolescents it is haunted frequently by self-doubt, uncertainty as to its real identity, and the conviction that it is not really understood or appreciated by its parents.

"Educational Radio: The Fifty-Year-Old Adolescent" is available for those who do not receive *EBR* for $1.50 from: Box E, School of Education, Stanford University, Stanford, California 94305. Payment must be included with your order. Orders without payment will be returned unfilled. Checks must be made payable to: Box E, School of Education.

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What's new with media?

The Clearinghouse receives many announcements each week of new products, publications, and devices in the educational media and technology field. In an effort to pass on some of these new ideas to you, we present here a few of the more unusual, more promising, or more interesting of them. The list isn't meant as a recommendation (it's not

Stanford —

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How To Make a Movie Without a Camera is a film and book package from Rainy Day Films which demonstrates and explains filmmaking techniques all done directly on film—without photographic processing.

The film (16mm, five minutes, color/sound) is billed as "delightful visual entertainment" which also serves as a practical demonstration for group filmmaking or art projects—elementary through college levels—with inexpensive, available materials.

The book is an illustrated manual which explains how to achieve the film's visual effects. It covers general principles, classroom organization, materials and techniques, sound, editing, slicing and projection, and sources of material and services.

Film and book sell for $60. Contact Rainy Day Films, 18 Avenue 23, Venice, California 90291.

* * *

A "Show/Corder" for sound/slide shows which synchronizes voice-music-sound effects to slide shows has been announced by Edmund Scientific Company. The Show/Corder (No. 71,619) features controls to focus and activate forward and reverse cycles on projector; a counter for indexing purposes; the ability to record and erase sound or signal from tape separately, a monitor switch to hear music from external sound sources; the ability to record music and narration at the same time; and a 10-level slide volume control.

It operates on both AC and DC and includes several extra connecting cables and cords, earphone, microphone, tape cassette and batteries. It sells for $171.50. Contact Edmund Scientific Company, 555 Edscorp Bldg., Barrington, New Jersey 08007.

* * *

"Project:Filmstrip" is offering professional, experienced service for producing audiovisual materials for your classroom at "a fraction of the normal cost" by doing it yourself.

The company provides their services and technical ability at a cost that, they say, will allow you for the first time to produce a filmstrip yourself within your own financial abilities. The more steps you are able to complete yourself, the lower the cost of your filmstrip.

For a Project:Filmstrip kit, which tells you how to go about working with the company, contact Project:Filmstrip, 24038 Mariano Street, Woodland Hills, California 91364.

ERIC secrets to be revealed

A new service called ERICTOOLS will soon make available for the first time to the public virtually all of the internal working publications formerly produced only for ERIC Clearinghouses.

ERICTOOLS, to be offered by Leasco Systems and Research Corporation, include the following offerings:

The Title Index: an alphabetical index by title of all ED numbered accessions;

The Institutional Sources, Alphabetic Directory: lists all of the Institutional Sources used to index ERIC documents (Institution or Sponsoring Agency fields);

The Institutional Sources, Statistics & Postings: similar to the preceding list, but with the added information of the number of times each entry has been used and the accession numbers of all documents with which each was associated;

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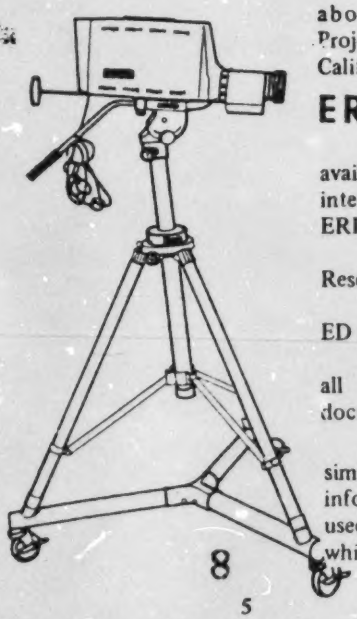

(cont. from page 5)

The Report/Project Number index;
The Contract/Grant Number Index;
The Clearinghouse number to ED number Cross-Reference List;
and finally in July 1973–

The ERIC Operating Manual: the "bible" of the ERIC network and a valuable reference work for anyone operating or developing a bibliographic information system.

Prices range from $15 to $50, with discounts for annual subscriptions. Contact the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014, for further information.

ERIC moves East

by Dr. Frank Moakley

Noticeable for a lack of blood and a failure of the well-known figure of the Carpathians to be visible, Dr. Francis X. Moakley, Director of the Audio Visual Center of San Francisco State University, presented as part of a Seminar on Media and Technology, an overview of the ERIC program to over 300 attentive Romanians from all areas of government, business and education concerned with media in teaching and training.

The presentation was part of a seminar sponsored by the Department of Labor in conjunction with the United States Information Agency. In addition to the ERIC presentation, the program reviewed an exhibit of media technology ranging from projectors to computers that was on view at the American pavilion of the Bucharest International Trade Fair held in Bucharest, Romania from October 15-27, 1972.

ERIC sign-up cards were available to the seminar participants and many individuals and organizations took the opportunity to add their names to the mailing list for future news on media. As an additional task beyond the seminar, Dr. Moakley met with educators in Yugoslavia, Germany and England and distributed copies of the latest ERIC publications to individuals responsible for developing educational technology programs in these countries.

Letters-- fan and otherwise

The Clearinghouse staff is pleased that this newsletter is beginning to draw some response in the mail. Some of it could be classified as fan mail; some could not. We'd like to share excerpts from two recent letters with you:

Dear Now Available Editor:

I have read your "ERIC at Stanford Newsletter" particularly its center insert [*Children and Television*, November 1972]. I commend you for getting this material out to your readers. . . .

I do wonder who selects your bibliography at least as far as our publications go. You mention one–"Too Stuffed for Supper"–of about twelve Congressional or agency remarks which we have made on the subject of advertising to children. You also do not list the Council on Children, Media and Merchandising as a concerned group. . . .

Keep up the good work.

Sincerely,

Robert B. Choate
Council on Children, Media and Merchandising
1346 Connecticut Avenue
Washington, D.C. 20035

[Editor's Note: Dr. Choate, you will recall, made his initial claim to public fame by insisting that the boxes which contain cereal are more nutritious than the cereal itself.]

Gentlemen:

You were kind enough to provide a free copy of your paper: *Alternative Education: The Free School Movement in the United States*. The reaction to the paper of Mike Herrera, Program Coordinator, was as follows:

> The paper is a concise explanation of the basic concepts of the free school movement. The identification of the major sources (pedagogical and practical) is useful with good differentiation between them. The work is an excellent contribution.

Cordially,

Thelma J. Fitch, Librarian
State of New York Department of Mental Hygiene
Regional Education Center at Syracuse
716 East Genesee Street
Syracuse, New York 13210

[Editor's Note: Complimentary copies of Allen Graubard's *Alternative Education* are still available from the Clearinghouse.]

Clearinghouse director introduces self

Although the name of the Clearinghouse's new director, Dr. Richard E. Clark, was announced in the last Newsletter, many *Now Available* readers may still be unaware of his affiliation with ERIC at Stanford.

Rather than introduce him by writing about him, Newsletter editors felt it would be appropriate for him to speak for himself.

Therefore, we include these excerpts from an article titled "Planning Instructional Media: An Alternative Approach," which Dr. Clark authored for the November-December 1972 issue of *The Urban Review* (a publication of the Center for Urban Education in New York City):

One of the most important consequences of the search for the most successful educational environment or media technique is the unwise repudiation of approaches that appear to have failed some students. . . . Such techniques as the televised lecture, rigid sequencing of materials, and didactic scripting–all out of fashion now–may even be necessary for some students in some contexts. A significant percentage of students actually have their learning inhibited or depressed when one approach is used to the exclusion of all others. Some way must be found to fashion educational environments and instructional media to exploit the special learning capacities of individual students. . . .

. . . I would like to propose another approach [to individualizing instruction]–one that relies on the following assumption:

Individualized instruction should imply the matching of knowledge about students' abilities and aptitudes with teaching materials designed or selected to improve their performance and competence.

The essence of this approach is the tailoring of modes of instruction to the aptitudes of individual learners. It

assumes that the student's abilities and a given media technique interact to produce learning. . . . .

The most fruitful approach to designing educational experiences lies in a consideration of the interaction between a mode of instruction and the relevant individual differences of students. Used intelligently, this interaction model can help us understand why one student learns more and another student less from a given mode of instruction. . . .

We must overcome at least three barriers before we can offer practical guidance to the teacher or the designer of instructional materials: (1) media must be categorized in terms of human use rather than mechanical means; (2) aptitudes and abilities must be defined more precisely; and (3) ways of matching instructional media to the capacities of individual students must be devised.

. . . . the planning of instructional material should begin with a thorough examination of the psychological, intellectual, and sociological processes that will be engaged, modified, or provided for the learner. Alternative strategies for instructional media should be the end result of such planning, and students should be assigned to one or more of the alternative designs on the basis of their individual aptitudes for the learning in question.

The goal should be to maximize learning for every student. What may be needed is a team of instructional media designers who combine talents in production, art, and the psychology of learning. It is such a team effort to which we owe the dramatic success of "Sesame Street." Unlike the "Sesame Street" project, however, the interaction research approach should provide further systematic knowledge about the relationship between cognitive processes and media techniques.

Recent ERIC Acquisitions

The following documents are among those recently entered into the national ERIC (Educational Resources Information Center) system by the Clearinghouse on Media and Technology. They may be ordered by ED number for the listed price from: The ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. Individual Clearinghouses cannot fill these requests.

If you want to keep up to date on educational telecommunications systems, read:

Satellite Networks for Education (ED 070 273) by J. P. Singh and others, Washington University, St. Louis, Missouri, Program on Application of Communication Satellites to Educational Development, 1972, 21 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

School administrators who are considering the introduction or expansion of computer instruction in their school can find the information they need in:

The Use of Computers in Instruction in Secondary Schools (ED 070 289) by Warren J. Koch, National Association of Secondary School Principals, Washington, D.C., 1972, 47 pages. EDRS price microfiche 65c, not available in Xerox hardcopy. Also available from the National Association of Secondary School Principals, 1201 16th Street N.W., Washington, D.C. 20036 for $1.50.

Cassette tapes appear quite suitable for use with educationally disadvantaged youth, according to:

Teachers' Ratings of Cassettes Developed at the Clinton Pilot Cassette Center, Clinton Elementary School, Summer 1971 (ED 070 257), by Robert Bergeth and R. W. Faunce, Minneapolis Special School District 1, 1971, 60 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

Applying Tracey's Project MINERVA Model can help a school manager develop lower unit cost instruction, according to:

The Cost Analysis of Instructional Development: Some Managerial Considerations (ED 070 261), Donald D. Rogers, 1972, 15 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

Higher education institutions should re-evaluate their commitment to instructional media, says the author of:

An Evaluation of Selected Instructional Media Programs in Kansas Colleges and Universities (ED 070 290), by Bruce Alan Petty, Kansas State University, 1972, 84 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

Over 1,400 entries are included in:

Bibliography of Nonprint Instructional Materials on the American Indian, Brigham Young University, Provo, Utah, Institute of American Indian Studies, 1972, 221 pages. Not available from EDRS. Available from Brigham Young University Printing Service, Provo, Utah 84601 for $2.95.

Chicago's "TV College," Bavaria's "Telekolleg," and a Children's Television Workshop series, "Sesame Street," were examined in:

Three Models for Home-Based Instructional Systems Using Television (ED 070 319), by Rudy Bretz, Rand Corporation, Santa Monica, California, 1972, 68 pages. EDRS price microfiche 65c, Xerox hardcopy $3.29.

News from TAP

From the people at TAP (Technological Applications Project), Corvallis, Oregon, comes this press release:

"Break the cycle of reinvention. Amplify on the ideas of others. Put the "state of the art" into action today by capitalizing on years of professional effort and investment of others.

The Instructional Systems Clearinghouse NETWORK invites you to preview innovative, contemporary, and stimulating approaches to instruction. Write for the complimentary Instructional Systems Technical Description brochure. Each Technical Description provides explicit information concerning objectives, methodology, materials, and classroom evaluation.

Write: National Network Center, Instructional Systems Clearinghouse, Inc., 337 Winegar, Monmouth, Oregon 97361."

"Now Available" irregular by design

Now Available is an occasional newsletter. This means it is issued when we have enough worthy information to put into it. It also means that you might not receive an issue for several months, and that when you do receive issues, they will not arrive regularly.

Please have patience with us. If you don't receive an issue for a while, it's not because you've been dropped from the mailing list. It's because we haven't published.

We drop no one from the mailing list unless they so request.

Winners named in "A and A Quiz"--
check your answers with ours

Three faithful ERIC users have been named winners of the Media and Technology Clearinghouse's "A and A Quiz" in the November 1972 issue of *Now Available*.

The winners coincidentally represent three different types of ERIC users. They are:

Dr. Charles J. Vento, Consultant
Bureau of Audio-Visual and School Library Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Carolan Trohoski (Ms. RISE)
Research and Information Services for Education
198 Allendale Road
King of Prussia, Pennsylvania 19406

Joseph P. Florio
220 West 12th Avenue
National Center on Education Media and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

Winners have received complimentary copies of the most recent ERIC at Stanford publications, usually available for a nominal charge from the School of Education.

Now, for all the curious, here are the "correct" answers to the "Abbreviation and Acronym Quiz." How did you make out?

CATV	Community Antenna Television/Cable Television
WEST	Western Educational Society for Telecommunications
SGN	Simulation Gaming News
ERIC	Educational Resources Information Center
NAEB	National Association of Educational Broadcasters
EDRS	ERIC Document Reproduction Service
CPB	Corporation for Public Broadcasting
OE	Office of Education
NIE	National Institute of Education
NTIS	National Technical Information Service
AED	Academy for Educational Development
NCET	National Council for Educational Technology
ACT	Action for Children's Television
AERA	American Educational Research Association
AECT	Association for Educational Communications and Technology
AEDS	Association for Educational Data Systems
PACE	Projects to Advance Creativity in Education
EPIE	Educational Products Information Exchange
HumRRO	Human Resources Research Organization
NHK	Nippon Hoso Kyokai
BASIC	Beginners All Purpose Symbolic Instruction Code
SMPTE	Society of Motion Picture and Television Engineers
NICEM	National Information Center for Educational Media
GIGO	Garbage In/Garbage Out
LASER	Light Amplification By Stimulated Emission of Radiation
NAVA	National Audio-Visual Association
NSPI	National Society for Programmed Instruction
SESAME	Service Sort and Merge (one of several answers from inventive quiz participants)
NCEC	National Center for Educational Communications
RIE	Research In Education
CIJE	Current Index to Journals in Education
JOVIAL	Jules' Own Version of International Algebraic Language
ASAP	As Soon As Possible
ASIS	American Society for Information Science
CPU	Central Processing Unit
CRT	Cathode Ray Tube
EOP	End Of Program

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The ERIC Clearinghouse on Media and Technology
Stanford Center for Research and
Development in Teaching
Stanford University
Stanford, California 94305

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ERIC at Stanford

The Newsletter from the Clearinghouse on Educational Media and Technology

Media MicroLibrary begins with ITV

A MicroLibrary containing selected ERIC microfiche on educational media and technology assembled by the Stanford School of Education and Microfiche Publications is beginning publication this month.

The ERIC at Stanford professional staff, working with the School of Education, chose over 2,500 articles, reports and documents as particularly relevant and useful from among the many that have been abstracted in ERIC's *Research in Education* between 1963 and 1973.

Also included at no extra cost, to provide access to the microfiche, is a printed volume containing abstracts of all the microfiche titles, and indexed by author, title, and accession number.

The full MicroLibrary is divided into five subject categories: Instructional Television, Individualized Instruction, Instructional Systems Design, Media Evaluation, and Research on Instructional Media and Technology. The complete MicroLibrary is priced at $1,000, and is considered an ideal way of obtaining efficient access to a large and easy-to-use collection of the latest and most important information on educational media and technology at a relatively low cost.

Each of the individual categories may be obtained separately as well. The Instructional Television category, released this month, includes nearly 1,000 microfiche and sells for about $400. It covers the areas of instructional and educational television, cable television, communications satellites, and instructional television fixed service. This package also makes available on microfiche many copyrighted titles not in the ERIC system.

Further ordering information may be obtained from: Microfiche Publications, 305 East 46th Street, New York, New York 10017.

Videotape exchange calls for programs

A clearinghouse for exchange of high quality videotapes of college course material is being established by the University of Wisconsin-Green Bay office of Instructional Services.

The office is asking community colleges and universities, public television stations and cable systems wishing to offer college courses for graduation credit to register with it.

Institutions wishing to arrange charter membership in the clearinghouse exchange will pay an initial fee of $75 to establish their computerized file of broadcast-quality courses available for sale, lease or exchange.

As of this time, the clearinghouse has received numerous requests for the computerized directory, which would be updated semiannually, but very few courses have been submitted for inclusion in the directory.

Those wishing to submit courses for inclusion (2-inch, color preferred, although lesser quality will be considered), should contact Joseph H. Gaunt, Educational Communications, University of Wisconsin-Green Bay, Wisconsin 54302. Persons wishing to order the directory may also write Mr. Gaunt for further information.

Video art works on display

The Videola, an "environmental viewing device for video art works," will be unveiled at the San Francisco Museum of Art for six and a half weeks beginning September 21.

The Videola was created by artist Don Hallock who works out of the National Center for Experiments in Television (NCET), San Francisco. It transforms the conventional 3x4 television screen into a large, luminous sphere of color imagery.

The Videola is only one of the creations of NCET. Begun in 1967 as an experimental project of educational TV station KQED, NCET has become a leading institution in the field of theoretical and applied research into non-traditional uses of television. The work of its staff of artists, scholars and technicians is supported by the Corporation for Public Broadcasting and the Rockefeller Foundation.

The Videola presentation in San Francisco will include live and taped performances by Hallock and by Stephen Beck, creator of the Beck Direct Video Synthesizer.

NCET has worked and will continue to work with groups on selected university campuses throughout the country. It has commissioned students and faculty at the Rhode Island School of Design, Southern Methodist University, and Southern Illinois University at Edwardsville, to produce professional-standard television works to be aired on KQED and other broadcast stations.

NCET is located at 288 Seventh Street, San Francisco. Ann Turner, at 415 864-3760, can be contacted for further information about the Center, or about the presentation at the San Francisco Museum of Art.

For the statistics lovers...

Number-conscious readers might be interested in learning that the ERIC microfiche collection value reached the five-figure mark this summer.

Some 67,476 titles now are included in the ERIC collection, for a total cost of $10,098.42 (precisely!). Each year, the number of microfiched titles has increased: In 1966-67, 2,349 titles were accessioned; in 1973, 12,230 were added.

Microfiche in this count include those in *RIE*, Pacesetters in Innovation, and Manpower Research, as well as OE Research Reports and Selected Documents in The Disadvantaged and Higher Education.

In the days of the devalued dollar, it's comforting to know that you can buy more than ever for 65 cents (the cost of any ERIC document in microfiche).

New papers deal with CAI, simulation, the disadvantaged, children's TV

Four new Clearinghouse-commissioned papers have been made available through the School of Education since the last Newsletter. They are:

The Best of ERIC: Recent Trends in Computer Assisted Instruction.

With an introduction by Clearinghouse Director Richard E. Clark, this publication includes abstracts of 39 of the most recent and valuable reports, articles and books on computer assisted instruction. Nearly all of them are available in microfiche and Xerox hardcopy from ERIC. Topics covered are: CAI Planning and Utilization; Case Studies; Attitudes Toward CAI; Cost-Effectiveness Studies; Research Trends; and Future Prospects and Policy. The introduction briefly discusses federal support for CAI, CAI in the classroom, major problems in CAI use and speculation about the future. $1.50.

Educational Simulation/Gaming.

Because of its great popularity, *Educational Simulation/Gaming*, by Paul Twelker and Kent Layden, has been reprinted. First published in August 1972, this paper is an attempt by two instructors at the United States International University at Corvallis, Oregon, to explain the art of simulation and gaming to novices and "oldtimers" alike. From an initial section titled "So You Don't Know From Nothing?," which defines terms, the authors go on to describe levels and varieties of simulation/gaming, compare simulation/gaming applications in an easy-to-read chart, list useful journals and books, and name over 50 centers of activity. $1.50.

Media and the Disadvantaged: Instructional Technology as the Equalizer for Disadvantaged Students.

Are media and technology being used effectively to teach the disadvantaged? ERIC at Stanford has just completed a project which sought to discover what is actually being done in the field when it comes to using modern technology to teach disadvantaged learners.

The outcome of the project is *Media and the Disadvantaged*, a hefty 101-page report compiled attractively (we think) in a bright gold folder. The report includes individual case studies with photographs from seven site visitations, a description of the rationale and procedures for the study, and an edited transcript of a Conference on Media and the Disadvantaged attended by teachers and administrators at the grassroots level, as well as by leaders in the field.

The candid comments of a Delaware teacher who began a filmmaking class with her own money and equipment—the offerings of the director of a community media workshop operating outside the formal school system in Appalachia—the reactions of a local project coordinator to the Mississippi educational television system—are examples of the contents of the report. Case studies also include a Utah Indian reservation where a computer helps kids learn Navajo folk tales, and a rural area of Wisconsin where "busing" means hours of worthwhile learning each day.

The project was fortunate to have Dr. Harry A. Johnson of Virginia State College as a special consultant. Dr. Don Coombs, former Clearinghouse director, and Joseph Conte of La Verne College, California, conducted the site visits. $5.00.

Who Is Talking To Our Children?

This is the official transcript of the Third National Symposium on Children and Television held at Yale University in the fall of 1972, co-published by ERIC at Stanford and Action for Children's Television (ACT).

The edited transcript, 64 pages long, includes key addresses and highlights of workshops and panels on a variety of subjects: Childhood Professionals Look at Children's Television; Television Professionals Look at Children's Programs; Financing for Children's Television; and Directions for Change. Among the featured speakers quoted are: John Culkin, director of the Center for Understanding Media; David Connell, vice-president of production for "Sesame Street" and "Electric Company"; Joel Heller, executive producer of children's broadcasts for CBS TV News; and Fred Rogers, host and producer of "Mister Rogers' Neighborhood." The keynote speech by broadcasting critic Robert L. Shayon is included as well. $5.00. Also available for $5.00 from ACT, 46 Austin Street, Newtonville, Massachusetts 02160.

Each of the above publications is available for the listed price from: Box E, School of Education, Stanford University, Stanford, California 94305. Checks must be included with orders and made payable to "Box E." Educational discounts of 10 percent for over 25 copies and 20 percent for over 50 copies are available.

Each of these publications also is available through the ERIC Document Reproduction Service for 65 cents in microfiche and $3.29 in Xerox hardcopy (except for *Media and the Disadvantaged* which is $6.58 in hardcopy). Ordering information appears in *Research in Education*.

* * * * *

A fifth ERIC at Stanford publication, the *1973 AECT Abstract Kit*, is available in single or multiple copies free from the Clearinghouse.

These kits contain abstracts of the 20 research papers presented at the Association for Educational Communications and Technology Convention held in April 1973 in Las Vegas. Complete texts of many of the papers are being made available through ERIC. Some of the subjects covered are: Self-pacing, the influence of ethnic variables on an information source, the use of inferred objectives with instructional films, textual vs. televised instruction for teacher education, the effect of visual prompting on learning, and minicourses for teacher education.

Write the ERIC Clearinghouse, Stanford University, Stanford, California 94305 for copies.

ACT to collect best of kids' TV programs

Action for Children's Television (ACT), which last year sponsored the Third Annual Symposium on Children and Television, has announced a new project in lieu of the Fourth Annual Symposium this year.

ACT spokesmen have indicated that this year's project will result in a catalog of the best children's television programs now on the air.

Resumes (NOT videotapes) of programs will be solicited by ACT when the project officially gets under way. ACT is located at 46 Austin Street, Newtonville, Massachusetts 02160. ERIC at Stanford cooperated with ACT in publishing the official transcript of its most recent Symposium which was held at Yale University in October 1972.

Publication round-up

Cable comes to libraries

A new publication dealing with cable which addresses itself specifically to the information needs of libraries has been issued by the American Society for Information Science.

CableLibraries, as the newsletter is called, is intended to "inform librarians of current developments in cable communications as well as provide a medium for dialogue between those faced with local problems and others who might suggest solutions."

A free, introductory newsletter is available from Publications Division, American Society for Information Science, 1140 Connecticut Avenue N.W., Washington, D.C. 20036.

From the editorial in the first issue come these remarks: ". . we believe that *CableLibraries* should be in the truest sense a cooperative enterprise. The major responsibility for making this publication an effective channel of communication lies with you. How do you see the role of cable in libraries? What is your library doing or planning to do? What is the status of cable in your locality, your state? What are your questions, your problems, your solutions?"

The first issue of *CableLibraries* is being distributed free. Further publication will depend on subscription support. The editors say that 750 subscriptions are needed to assure the newsletter's continuance.

Some of the subjects covered in the initial issue edited by Merry Sue Smoller: Two Case Studies for Planning for Cable—Connecticut and Madison, Wisconsin; Chester County Library (Penn.) Cablecasts Story Hour; Cable Communications and the D.C. Public Library; Library Programming and Other Utilization of Video Cable; and Technology Developments.

"A browsable digest...."

An information service which highlights key reports from ERIC suggests that those of you who are interested in being on top of the educational report literature consider subscribing to its publication, *EdSel* (Educational Selections from Government Information Services).

EdSel is described as "a browsable quarterly digest" which "unlike *RIE* and the Government Reports Announcements (GRA), is brief . . . *EdSel* is meant to be taken apart and routed to different departments."

Publishers of *EdSel* say that of the more than 10,000 reports announced this year by government information sources, at least 100 were truly important to any educator, and another 500 were interesting and useful. Abstracts included in *EdSel*, they add, are screened for significance, document availability, and "your money's worth."

For subscription information, write: Education Selections, Box 5849, Stanford, California 94305. Single copies are $8 per year (three issues).

Planning a film program

Leading Film Discussions is a 42-page booklet put out by the New York City League of Women Voters. Now in its third revised and enlarged edition, the booklet covers basic information for the film user, from selecting and securing a film, to using it for an effective program. A descriptive catalog of selected films includes producer, director and production date for each film. The directory of film sources contains names and addresses of film distributors keyed to the film listings. Sections include: Planning a Film Based Program; Conducting the Discussion; Workshop for Training Leaders; and Arrangements.

It's available for $2.00 by mail ($1.50 if you pick it up) from League of Women Voters, 817 Broadway, New York, New York 10003. Madeline S. Friedlander is its author.

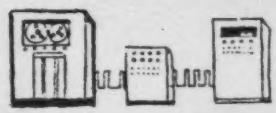
How to buy wisely

The predicament of educators trying to make wise decisions in purchasing educational equipment when confronted with the thousands of makes and models on today's market is the subject of *Standards and the Education Consumer*, a paperback book published by the Educational Media Council.

The book is a report on a two-day seminar sponsored by the Council and by the U.S. Office of Education. Attended by 70 specialists representing education and the education industry, the seminar comprised a series of discussions based on eight background papers presented by nationally recognized authorities on the problems of standards for educational equipment.

Among the topics: How Standards Are Developed; Compatibility; Evaluation and Validation Considerations; and Merits of the Marketplace.

Copies of the 90-page book may be ordered from the Educational Media Council, 1346 Connecticut Avenue N.W., Washington, D.C. 20036. Single copies are $3, prepaid. Five to 25 copies are $2.50 each. In quantities of more than 25 copies, the books are $1.80 each.



ERIC computer searches offered by School of Education

The School of Education at Stanford University is continuing to offer a computerized information retrieval service for the educational and research community, based on several sources of material.

Besides the ERIC material (naturally!), the information bank includes Exceptional Childhood Abstracts and the National Technical Information Service (NTIS), a broad multidisciplinary collection of scientific and technical information gathered from over 245 government organizations.

AIM, Abstracts of Instructional Materials in Vocational and Technical Education; and ARM, Abstracts of Research and Related Materials in Vocational and Technical Information, also are sources, as well as the National Agricultural Library and *Psych Abstracts*.

The computer service was developed by the School of Education to handle the needs of educators interested in administration, research, and teaching; information specialists; businesses; professional and community organizations; and others who require comprehensive reference searches.

The computer search service is individually styled and available at a reasonable cost. You can obtain more information by writing Ms. Judith Yarborough at the School of Education, Stanford University, Stanford, California 94305.

A story in the May 1973 Newsletter indicated that this computer search service is being offered by the Clearinghouse. It is not; and the editors regret the error.

Error centers on NCET

One "correct" answer to the Abbreviation and Acronym Quiz turned out not to be correct at all. The National Center for Educational Technology was incorrectly listed as the National Council for Educational Technology.

Our apologies to Michael Neben, its Acting Chief, and the entire Department of Health, Education, and Welfare.

Contest announced; prizes for all

Is *Now Available* out-of-date? Some readers think it's time to find a new name for the ERIC at Stanford newsletter.

To that end, we invite interested persons to enter our "Name the Newsletter" contest.

Rules are simple: Pick a name and send it in.

The contest will remain open until a new name is chosen. All contestants will receive a prize, with an extra-special prize for the winner.

Send entries to: Name the Newsletter Contest, ERIC Clearinghouse, SCRDT, Stanford University, Stanford, California 94305.

Folklore films preserve southern traditions

It's somewhat ironic that technology can help to save what it destroys, but it seems that's what's happening at the Center for Southern Folklore—a partnership in Memphis, Tennessee, dedicated to producing folklore films which preserve old life-styles and traditions threatened with extinction by industrialization.

Two Center films receiving more and more attention these days are *Gravel Springs Fife and Drum* and *Ray Lum: Mule Trader.* The first (10 minutes, 16MM, color, sound) focuses on Othar Turner, farmer and leader of a local musical group in a northwest Mississippi community of Gravel Springs. If you've seen *Sounder,* you'll have some idea of the techniques used in this film (made and released before *Sounder*). During the film, Othar makes a cane fife and plays fife and drum with members of his band at a rural picnic.

The second film, *Ray Lum: Mule Trader* (18 minutes, 16MM, color, sound) focuses on Ray Lum, an 82-year-old trader-storyteller from Vicksburg. With every trade, Ray has a tale to tell—from the first horse he bought without any teeth to buying 80,000 horses in La Plant, South Dakota. "Mr. Ray" entertains customers in his saddle shop in Vicksburg, where he sells whips and saddles, inspects horses and mules, auctions livestock, swaps tales, and continues to talk about yesterday and tomorrow.

Both films have won numerous awards; the first has appeared in part on national television. It is satisfying to see people such as Judy Peiser, Director of the Center, using technology to record and preserve disappearing traditions. Further information on her work is available from the Center for Southern Folklore, 3756 Mimosa Avenue, Memphis, Tennessee 38111.

Newsletter Editor: Maxine Sitts

Dr. Richard E. Clark. Clearinghouse Director
Judith Yarborough . Assistant Director
Jaclyn Caselli . . . Librarian, Acquisitions Director
Violet Lofgren . . . Office Manager
Theresa Purcell. . . Secretary

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ERIC the Read*

NEWSBRIEFS From the ERIC Clearinghouse on Educational Media and Technology

DEC. 73

Because of a printing technicality, the ERIC at Stanford Newsletter has been discontinued. However, all on the mailing list will continue to receive occasional updates and newsbriefs as collected by the Clearinghouse staff.

The Clearinghouse on Information Resources.

That's the suggested new name for ERIC at Stanford. The federal government has awarded Stanford University a contract to operate the Clearinghouse, assuring us that we'll be able to serve you fully for at least the next 12 months.

In addition, the new Clearinghouse scope has been expanded to include, not only educational media and technology, but library and information sciences as well.

The Clearinghouse on Library and Information Sciences, formerly under the auspices of the American Society for Information Science in Washington, D.C., has been disbanded, and its functions transferred to ERIC at Stanford.

The added scope, library and information sciences, involves the development of services and products to meet the information needs of the library, information science, and educational communities. Specifically, this area includes the operation of libraries and information centers, the technology used to improve their operations, and the education and training of librarians and information specialists.

Name the Newsletter contest ends--winners announced

*The name "ERIC the Read," submitted by Milton E. Hoffman, Programming Counselor with Great Plains National Instructional Television Library, has placed first in the ERIC at Stanford "Name the Newsletter" contest.

continued

Mr. Hoffman has been sent a copy of *Educational Media Yearbook 1973*, edited by James Brown (R. R. Bowker Co.).

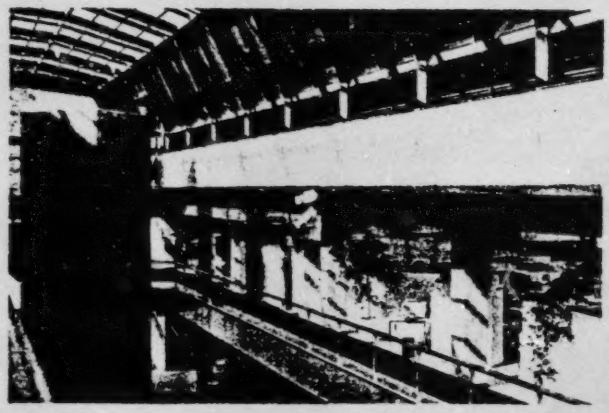
Second-place winner is "A First-Class Third-Class," submitted by AV Director Nathan Bridwell of Midland, Indiana. In third place is "Mediagram," submitted by Richard Yolles of Los Angeles. These two winners have received a selection of ERIC at Stanford publications.

All contestants received "Jumping Discs" with the legend: *ERIC is here; jump for joy.*

The names submitted by readers will be used, one at a time, on ERIC at Stanford updates and news releases. In this way, readers can share their ingenious names with others.

Of the 200 names submitted, judges liked the following (in addition to the winners): Media Message, ERIC M/T Briefs, ERIC at Stanford Announces, Mediarare, ERICotica, ERIC's Arrow, On-Line, Update, Media Newsletter, ERIC Who?, Show'n'Tell, ERIClearings, EDmediate, ERIC on Media, and Media News for Educators.

home, sweet home



The School of Education's Stanford Center for Research and Development in Teaching has served as the home for ERIC at Stanford for the past year. It will continue to house the new Stanford Clearinghouse on Information Resources. The Clearinghouse is located on the fifth level of the stone building, which features the open-space concept. Each office has its own terrace.

The Clearinghouse is part of the Stanford Center for Research and Development in Teaching, School of Education, Stanford University, Stanford, Calif. 94305

An interview and mini-bibliography

The open university and instructional technology

We were fortunate this summer to be able to chat with Professor David G. Hawkridge, director of the Institute of Educational Technology at the Open University, Milton Keynes, Great Britain. Professor Hawkridge spent several weeks on the Stanford campus as a Visiting Professor.

* * *

Professor Hawkridge, who's been with the Open University almost since it began in the Fall of 1969, speaks with a strong British accent, but is no stranger to this country. "I've spent more years out of Great Britain than in it," he remarked.

The youthful Professor Hawkridge is responsible for instructional research, evaluation and course design at the Open University. His Institute of Educational Technology is the largest of its kind in Great Britain, with a staff of 45. Among its many concerns within the University are: student studies, research and development on teaching science at a distance, tutor and counselling research, broadcast media research, textual communications research, investigation of the structure of knowledge studies, and ad hoc evaluation studies.

Written instruction accounts for 90 percent of the students' time at the Open University; television accounts for another five percent, and radio for the remainder, Professor Hawkridge explained.

Any adult in Great Britain, regardless of academic background, is able to take courses, since there are no required prerequisites for admission. For that reason, the student population is quite varied. The written material is regularly mailed (or *posted*) to the students, and radio and TV programs (or *programmes*) are broadcast daily on BBC. Over 300 TV and 350 radio programs are produced each year by the University.

For a student, the only required contact with teachers or staff is the one week of summer school connected with some courses. Study centers (or *centres*) are located throughout the country: some 7,000 counsellors and tutors serve as staff, yet only about half the students take advantage of this service.

Most students enrolled in the University (36,000 this year; 42,000 next year) are middle class and looking for a second chance when it comes to education. Most are employed fulltime, yet course fees are very modest. Some 300 students learn from jail cells. Six hundred are signed up for courses from Scotland, and another 400 from the British Armed Forces in Cyprus and West Germany.

The University commands a budget of some $25 million, with the Institute of Educational Technology operating at about $600,000 per year. Some of the Institute's money comes from outside grants, such as one from the Ford Foundation which sponsors research on the academic quality and performance of students.

What was behind his choice of the name "Institute of Educational Technology," we asked Professor Hawkridge.

"I had to choose our name in 1970," he recalled. "When I first thought of using Educational Technology, I worried about the hardware connotations. The British have always fought hardware, you know. Although I didn't particularly like the name, it was the best choice at the time. You see, we couldn't call it a research center, because we do design as well as research. We considered naming it the Institute of Applied Educational Science, but no *one* science is backing us up. We are using, instead, a variety of behavioral sciences in a variety of ways, and applying them to education. We are not developing a new science. It's the idea of tools (hardware) and processes taken together that produces technology. We are seeing what processes of technology can be applied to education."

"Actually," he admitted, "I'm a real English empiracist. I get on with my work, and don't worry about definitions. It's the French, you know, who have to have every definition worked out."

Two processes of technology that the Institute is applying to education are mass replication and a feedback system for continual self-improvement. "One mistake we are not making is to discount the humans involved in the process," he pointed out, and told a story of a self-propelled gun designed by a country's Department of Defense which was unimpeachable as a weapon, but which tended to 'judder' its operators to death.

"So, in addition to processes and tools, we are just as interested in the students and staff—this is our third phase of research."

photo by Fred Nelson, CEEB

Part of OU's post office

Course designers within the Institute work with the faculty and BBC producers very closely. All have the academic qualifications to assist in planning courses, Dr. Hawkridge said.

"It is a team approach to course design, and it can be pretty traumatic for a faculty member who has never experienced it before," he noted.

To focus for a minute on the broadcast media research, perhaps of most concern to readers of this Newsletter, Dr. Hawkridge has presented the following objectives for this area:

A. To draw up and test a list of the most appropriate functions for television and radio on a multi-media system;
B. To produce design models for multi-media teaching systems, including
   1. models ensuring the full integration of broadcasting with other components;
   2. criteria for deciding on the allocation of broadcasting resources;
   3. criteria for deciding on the kind and extent of broadcasting resources needed.

"There's no doubt that the Open University is succeeding as a whole, Dr. Hawkridge concluded. "It has won international acclaim. It's now mentioned with warmth by

cont. on page 5

Latest papers from ERIC at Stanford

Instructional Television

Abstracts of the best of the documents submitted to ERIC in the past two years dealing with instructional television are presented in the 24-page *Instructional Television: The Best of ERIC 1973*, by Dr. Warren F. Seibert. This publication includes scores of ERIC abstracts on ITV, divided into the following categoires: bibliographies/guides, overviews, cable television/ telecommunications, children and television, continuing/higher education, public television, international, general research, and other. As with all ERIC collections, complete ordering information is given for all documents cited. This paper is a sequel to an earlier paper (April 1972) also by Dr. Seibert, and he begins where the earlier paper ended. $2.00

Media and Innovation

What's being done now—and how— is the focus of the publication: *The Effective Use of Media in Innovative Schools*, by Dr. Richard B. Lewis. This 15-page paper includes 62 abstracts of documents which describe active programs dealing with the innovative use of media. The paper is divided into five sections: Elementary and Secondary Education; Higher Education, including Community Colleges; Adult Education; Developing Countries; and a Supplement of Most Recent Documents. $2.00

Instructional Materials Reference Shelf

A companion publication to the following paper. Compiled to help teachers become aware of the variety of instructional materials available for use in classrooms is a new ERIC at Stanford publication, *Instructional Materials in the Classroom: A Basic Reference Shelf.* This 16-page paper contains 71 abstracts of books, articles, and other documents divided into four categories: indexes, resource guides/directories; catalogs; "how-to's"/textbooks; and state of the art. The paper includes citations of documents which can help the teacher learn what materials are available, and how to use them effectively. $2.00

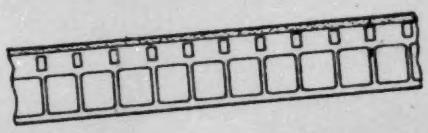
Information on Media Catalogs

(A companion publication to the preceding paper.) For those who are building, expanding, or maintaining a multimedia resource center, ERIC at Stanford has commissioned the paper, *A Comparison of Guides to Non-Print Media*, by David E. Rawnsley. This 40-page document, consisting mainly of comparative tables, provides side-by-side information about the various indices, guides, catalogs, and other publications which describe instructional materials. The paper compares the indices using several criteria: media covered, level, availability, price, frequency of publication and cross-indexing. It also tells where or not an index or guide contains the following information: publication dates, primary audiences, running times, content summaries, reviews, producers, distributors, special conditions of availability, and prices. An introduction explains what to look for in an index or guide to instructional materials, based upon your needs. $3.00

Media and the Handicapped

An extremely well-researched and well-written paper comes from Dr. Wayne D. Lance, director of the Northwest Regional Special Education Instructional Materials Center, Eugene, Oregon—*Instructional Media and the Handicapped.* This extensive paper reviews the state of the art concerning the development, evaluation, and application of instructional media and materials for the handicapped, and then delves into the delivery systems for materials and services, both present and future. Throughout, Dr. Lance stresses the importance of personalization of instruction, and of a handicapped child's involvement *in* the media. $3.25

Each of the above documents can be ordered for the listed price from: Box E, School of Education, Stanford University, Stanford, California 94305. Checks must be included with orders and made payable to: Box E. Purchase orders cannot be accepted. The documents also will be available from the ERIC Document Reproduction Service when their ED numbers are announced. Each will be 65c in microfiche and $3.29 in Xerox hardcopy.



The reel truth about projection

A useful, inexpensive publication explaining 16 mm projection has been made available by the University Film Study Center in Cambridge, Massachusetts. The four-page Newsletter Supplement, titled simply "Projection," is concerned with 16 mm projection and projectors and "is designed to assist in the proper projection of moving images for viewing."

"The entire technological system of producing and showing films has become very complicated and demands a good amount of knowledge of the machinery used. . .," the article begins. ". . . All the time and effort that goes into the making of a film is really wasted if the end result on the screen is out of focus, has poor sound or is subject to any one of a hundred other annoying problems. Give the filmmaker, the audience and yourself a chance to see what was really created by learning to properly project the illusion of the film."

Author Gisela Hoelcl goes on to discuss the projector, projector operation, image brightness, screens, lenses, sound, audience, focusing, how to avoid film damage, splicing film, and buying a used projector. A bibliography is included.

The four-page article is available for 25¢ each for the first 10 copies, and 10¢ for each additional copy. Order from University Film Study Center, Box 275, Cambridge, Massachusetts 02138 and ask for the Newsletter Supplement of Vol. 3 No. 4 on "Projection."

From RIE

Most documents listed here can be ordered in microfiche or Xerox Hardcopy from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. Payment must be included with orders, and documents must be ordered by ED number. Individual Clearinghouses cannot fill these requests.

Another good report, this time on educational networks, from the Program on Application of Communication Satellites to Educational Development:

"Planning Alternative Organizational Frameworks For a Large Scale Educational Telecommunications System Served by Fixed/Broadcast Satellites. Memorandum Number 73/3."
ED 078 663. 65c in microfiche, $6.58 in Xerox hardcopy. 120 p., 1973.

Spanish language programming was found effective for teaching some subjects in:

"Carrascolendas: National Evaluation of a Spanish/English Educational Television Series. Final Report."
ED 078 679. 65c in microfiche, $16.45 in Xerox hardcopy. 416 p., 1973.

An internal Ford Foundation report made public:

"An Inquiry Into the Uses of Instructional Technology."
ED 078 685. 65c in microfiche; original form available from the Ford Foundation, 320 East 43rd St., NYC, New York 10017. 120 p., 1973.

Tips and hints for spending AV money are found in:

"A-V Buyer's Guide. A User's Look at the Audio-Visual World."
ED 078 693. 65c in microfiche; original form ($2.50) from National Audio-Visual Assoc., Inc., 3150 Spring St., Fairfax, Va. 22030. 40 p., 1973.

A "mini-thesaurus" of instructional technology terms for the layman—formerly available only from ERIC at Stanford.
"Instructional Technology Subject Matter Descriptions: A Subset of the ERIC Thesaurus."
ED 078 695. 65c in microfiche, $3.29 in Xerox hardcopy. 14 p., 1971.

From Dr. Karl L Zinn for students, teachers, laymen, and administrators:

"An Evaluative Review of Uses of Computers in Instruction. Project CLUE (Computer Learning Under Evaluation). Final Report."
ED 078 696. 65c in microfiche, $16.45 in Xerox hardcopy. 441 p., 1970.

A survey of 20 American schools by the National Swedish Board of Education:
"The Computer in Schools—a Summary."
ED 078 664. 65c in microfiche, $3.29 in Xerox hardcopy. 98 p., 1973.

Center responding to needs of handicapped

Over one-half of the seven million handicapped children in the United States are not receiving an education which is on a par with that of their "normal" peers, according to the National Center on Educational Media and Materials for the Handicapped (NCEMMH).

The center was formed in June 1972, according to a recent press release, "to meet a very special need in our country today—that of improving the educational status of handicapped children through good instructional materials."

Now that the Center has begun to deliver some limited services, it is inviting your interest and cooperation in activities as it "matures into the catalyst for improved educational opportunities through media and materials which handicapped children so need and deserve."

According to the release:

> Throughout the past fifteen months the NCEMMH has been engaged in: 1. hiring an experienced staff, 2. planning strategies for the leadership and coordination of existing sources of special education instructional materials, 3. preparing a national information and delivery system which will make the universe of available educational products accessible to every user, 4. interacting with commercial producers to stimulate the development of materials which will help improve the educational technology of professionals who work with handicapped children . . . and 6. collecting and preparing for national dissemination all good educational products for the handicapped which have been created under federal funds.

The National Center on Educational Media and Materials for the Handicapped can be contacted at 221 West 12th Avenue, Columbus, Ohio 43210. Phone 614 422-7596. It is located at The Ohio State University.

A call for descriptors, good and bad

The first major revision of the ERIC *Thesaurus* is now underway. The Stanford Clearinghouse is most anxious to receive suggestions for new, useful descriptors which might be added in the media and technology field. If you particularly dislike any descriptors now in use, please let us know that too: Perhaps we can delete them. Send your suggestions to: *Thesaurus* Revisions, ERIC Clearinghouse on Media and Technology, SCRDT, Stanford University, Stanford, California 94305.

cont. from page 2

the Prime Minister of the party which was going to chop it down. At a point when other universities are facing reduced growth rates, our funds are being increased to $30 million a year over the next three years. We saw our first 900 graduates last December [advanced placement students] and we expect 3,500 this year, and 7,000 the year after."

"Here in the United States, if you see a man at work digging a hole, he could quite easily have a Ph.D.," Dr. Hawkridge added. "But in Great Britain, the working class student doesn't even dream of getting any type of university degree."

To change his situation—and to expand the educational opportunities of all people of the United Kingdom—is the purpose of the Open University.

For more information on the Open University, these documents are available:

- Entire issue of *The College Board Review*, No. 85, Fall 1972, College Entrance Examination Board, New York.

- Entire issue of *The College Board Review*, No. 88, Summer 1972, College Entrance Examination Board, New York.

- *Great Britain's Open University: First Chance, Second Chance, or Last Chance?* (ED 054 737) by Nell Eurich and Barry Schwenkmeyer, Academy for Educational Development, Inc., 1971, 38 pages, EDRS price microfiche 65¢, Xerox hardcopy $3.29.

This report discusses the creation of the Open University; how it functions in terms of admission requirements, degrees, governance, organization and staff, and grading; the planning of course methods and materials; the development of foundation courses; the University's finances; the composition of the student body; and the effect on higher education in Great Britain.

- *Guide to Applicants* and *B.A. Degree Handbook*, Open University, Milton Keynes, Bucks., England.

- *The Open University in the Third World* (EM 011 618) by David G. Hawkridge, Open University, 1973, 14 pages. EDRS price microfiche 65¢, Xerox hardcopy $3.29. ED number not yet available.

A discussion of the Open University as a multi-media system for teaching at a distance, the cost-effectiveness of the University, and the possibilities of transplanting the University as an institution to the Third World.

- *The Open University's Role in a Democracy* (EM 011 619) by David G. Hawkridge, Open University, 1972, 10 pages. EDRS price microfiche 65¢, Xerox hardcopy $3.29. ED number not yet available.

A discussion of the Open University as it operates in the British democracy, and how it came about.

- *Problems in Implementing Computer-Managed Learning* (EM 011 620) by David G. Hawkridge, Open University, 1973, 18 pages. EDRS price microfiche 65¢, Xerox hardcopy $3.29. ED number not yet available.

This paper deals with problems using the computer in four areas: 1. diagnostic assessment of learners: 2. the general analysis and banking of test items; 3. the sequencing of learning materials for individual students; and 4. the interface of students and teachers with the computer.

- *Science for the Thousands: The Open University of Great Britain* (ED 047 489) by David G. Hawkridge, Open University, 1970, 12 pages, paper presented at Annual Conference of the American Association for the Advancement of Science 1970. EDRS price microfiche 65¢, Xerox hardcopy $3.29.

An overview of the science program of the University as it was about to begin operation.

- *The Teaching of Science to Students at a Distance* (ED 047 488) by David G. Hawkridge, 1970, 10 pages, paper presented at Annual Conference of the American Association for the Advancement of Science 1970. EDRS price microfiche 65¢, Xerox hardcopy $3.29.

This paper gives a look at the radio and television programs of the Open University as they relate to the total picture, at about the time the University was getting underway.

- *Britain's Open University; A Report to the Task Force on External Studies of the University of Pittsburgh* (ED 066 920) by Esther Kitzes and Helen Knox, Pittsburgh University, 1972, 97 pages. EDRS price microfiche 65¢, Xerox hardcopy $3.29.

This overview describes the purposes and methods of the Open University in its introduction and then concentrates on individual aspects of the university in subsequent sections.

- "Mass-Media Courses for Adults" in *Programmed Learning and Educational Technology*, Vol. 9, No. 4, pages 100-109, December 1972.

- *Research for a New Institution: The Open University* (ED 064 571) by Naomi E. McIntosh, 1972, 30 pages. EDRS price microfiche 65¢, Xerox hardcopy $3.29.

The Open University is discussed from the standpoints of problems, the design of the Student Application Form, an analysis of the student's progress, data collection techniques, and the course unit reporting system.

- "The Open University—the Increasing Challenge to the Regions" in *Adult Education (London)*, Vol. 45, No. 5, pages 286-292, January 1973.

- *Television and Technology in University Teaching. A Report to the Committee on University Affairs, and the Committee of Presidents of Universities of Ontario* (ED 071 430) by Bernard Trotter, Committee of Presidents of Universities of Ontario, Committee on University Affairs, 1970, 90 pages. EDRS price microfiche 65¢, Xerox hardcopy $3.29.

A comprehensive study of the role of television and technology was conducted among the universities of Ontario in order to evaluate educational technology as a means of enhancing university level education. The British Open University was structurally reviewed for comparison and support to the cause of television.

* * *

Beginning in January 1974, the British Open University will have a fulltime representative in this country. He can be contacted through the College Entrance Examination Board, 888 Seventh Avenue, New York City, New York 10019.

Continuing education, cable TV new partners?

The first major assessment of the potential of cable for extending education beyond the classroom and campus is presented in a volume published by the Aspen Program on Communications and Society: *The Aspen Notebook: Cable and Continuing Education*, by Richard Adler and Walter S. Baer.

The book traces the growth of continuing education and the development of cable television, and explores the possibilities of a working partnership between them.

The Aspen Program on Communications and Society is a long-term project of the Aspen Institute for Humanistic Studies directed by Douglass Cater. Its purpose is to identify major issues relating to the communications media and to formulate policies and actions dealing with those issues.

Cable and Continuing Education is available in paperback from the Aspen Program, 770 Welch Road, Palo Alto, California 94304 for $3.95.

Have computer, will travel

With all the emphasis today on recreational vehicles and self-contained mobile homes, school districts might like to join the fun and sign up for a visit from CARE (Computer Assisted Renewal Education), which visits your area in an expandable van.

CARE, centered at The Pennsylvania State University, is a series of college-level computer-assisted instructional courses designed "to promote clinical sensitivity on the part of regular classroom teachers and to develop in them a diagnostic awareness and understanding of the strengths and weaknesses of handicapped and normal children."

CARE is principally oriented toward inservice, preschool and primary-level elementary teachers.

To make CARE available to teachers in all parts of the country, designers put together a custom-built transportable laboratory housing an IBM 1500 computer-assisted instruction system and sixteen student stations. On a prearranged schedule, the mobile CAI lab is moved to a community school, hooked up to electric and telephone services, and then serves as a classroom for the next seven weeks.

To find out more about this classroom-on-wheels, write or call Dr. Keith A. Hall at 201 Chambers Building, University Park, Pennsylvania 16802 (814) 865-0471.

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